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ABSTRACT

The topic of cooperative planning and teaching addressed in five papers include: "Cooperative Planning and Teaching: A Collaborative Teaching Model for the 21st Century?--A Point of View" (Karen Bonanno); "Cooperative Planning and Teaching: A Collaborative Model for the 21st Century?--A Point of View" (Maureen Nimon); "CPT: Drawing a Conceptual Line in the Sand" (James Henri); "The Six Habits of Highly Successful Collaborative Teacher Librarians: A New Attitude To Accomplish CPPT (Cooperative Program Planning and Teaching) in the 21st Century" (Reesa Cohen); and "High Stakes: Technology and Collaborative Teaching" (Dianne Oberg). In the first paper, the need for a strong working relationship between teachers and teacher librarians is emphasized; ingredients that belong in cooperative planning models are described. The second paper takes the position that it is the professional role of the teacher librarian to determine how the school's information services can best contribute to the educational goals of the school, and that the challenge is to bridge the organizational and conceptual gaps between classroom and resource center. The third paper argues that collaborative planning and teaching distinguishes the teacher librarian from the teacher and librarian, and that it is the means by which teacher librarians are able to play an effective part in the teaching and learning program with respect to both students and teachers. The fourth paper offers six practices as keys to achieving greater success with Cooperative Program Planning and Teaching. The final paper discusses inherent risks and increased pressures for teachers and teacher librarians of collaborative work involving technology. (AEF)

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COOPERATIVE PLANNING & TEACHING:

A COLLABORATIVE TEACHING MODEL FOR THE 21ST CENTURY?

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COOPERATIVE PLANNING AND TEACHING: A COLLABORATIVE MODEL FOR THE 21ST CENTURY? A POINT OF VIEW

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With a major focus on the advent of the Information Age, students who enter schooling today must develop skills to become independent lifelong learners. A key focus of teacher librarians has been to develop retrieval and interpretation skills with students. With the global nature of information it is necessary to emphasise the evaluation of the retrieved information; to provide our users with an ability to assess information and test for authenticity, reliability, bias and prejudice. Accessing and using information in an electronic world has become a complex task. Now, more than ever, students need to develop information literacy skills within a resource based learning environment to survive in the Information Age and beyond.

Beare, Caldwell and Milliken (1989), Caldwell and Spinks (1992), Cotter (1995) and Beare (1995) have predicted some of the following trends in education:

- individualised programs for every student;
- individual progression at the student's own speed;
- most learning by computer and interactive TV;
- most learning in the student's own home;
- teachers working mainly as facilitators and counsellors; and
- teachers working as much in students' homes as at school.

These trends clearly mark the way for teachers and teacher librarians to be more involved in guiding, helping and supplementing the learning in schools and facilitating a need for educators to work cooperatively and collaboratively.

The teacher and the teacher librarian will need to join forces to work smarter, not harder; to maximise instruction to achieve student learning outcomes. Collaborative teaching will need to focus on an integrated approach to the teaching of information skills across the curriculum. The model for cooperative planning will need to be flexible to encourage creativity of the authors and to take into consideration the different levels for students' communication and learning styles.

Out of the necessity to survive in the teaching world for the 21st Century, a strong working relationship will need to develop between teachers and teacher librarians. Both parties will be required to maintain a level of professionalism to be able to understand the developmental nature of curriculum programs and curriculum organisation and delivery. They will need to live in a world of give and take and share a mutual concern for their students.

Within the information processing framework, the planning stage is only the beginning of the collaborative teaching process. Teachers and teacher librarians will need to see themselves as active partners in the teaching process and engage students in an active learning environment where they gather and use information to extend their knowledge base. Content and the process of learning will draw the two parties together in a collaborative effort. An information skills continuum will provide the framework for the development of various effective teaching and learning strategies and activities, linked to learning resources to engage students in an inquiry based approach to learning.

Typically the teacher librarian's role has been bypassed and overlooked when it comes to classroom program development. Alternatively, the importance of the resource centre as an effective learning environment has been played down as the facilities and resources located therein are only there for the self-starter. Also, many a teacher librarian is unaware of the research activities of the school until there is a request from clients for materials or they are accosted in the staffroom or corridors for a quick informal request for assistance. Following the Haycock presentations in Australia many a

teacher librarian indulged in an evangelical mission to introduce the philosophy of CPT and spent their energy on this effort, usually to little or no long term avail.

Alternatively, the teachers kept to their own world and used either text or pre-prepared workbooks or their own resources to teach their students, indicating there was no need for either a teacher librarian or a resource centre. Another scenario was for teachers to request from the teacher librarian a 'bank' of resources that they took to the classroom and used during the unit of work.

In the 21st Century it will be important and necessary that these attitudes change. Scheduled planning and the use of the resource centre and its staff need to be seen as essential for the enrichment of learning and teaching within the school environment. Formal planning needs to be done between teachers, students, teacher librarians and other support staff. Resource based teaching and learning activities need to be integral to the classroom program rather than as a supplement. Student learning outcomes reflect a holistic nature. This holistic approach facilitates the involvement of the teacher librarian in the development, implementation and evaluation of resource based units and guarantees the resource centre's facilities and services are part of the instructional program. The teacher works in partnership with the resource centre staff to develop a resource based unit that will use the resources and the skills of the resource centre staff. In a collaborative way the teacher and the teacher librarian contribute to the planning, design and delivery of the curriculum program within the school.

The model for CPT will not be startlingly different from what we know today. It will be clear in its objectives, give details of teaching/learning activities and be flexible in its delivery to cater for student learning styles and abilities. The teacher, as the content specialist, may choose a topic appropriate for the year level and may determine goals and objectives for the unit. The following headings presented in 'Cooperative planning models' (Ames et al., 1995) could be considered:

Goals:
Lists the broad goals to be achieved for the unit. (May be linked to curriculum guidelines/frameworks).

Content objectives:
Lists realistic and achievable objectives of what knowledge will be acquired from the unit.

Information skills objectives:
Using an information skills processing framework, the skills to be taught/learnt will be listed to cater for the process of learning/teaching.

Cooperative teaching plan:
This section provides detail about the specific responsibilities of the teacher and the teacher librarian. These tasks will be decided upon after discussion and the overall planning process for the unit has taken place. The activities listed here will reflect each partners role in the delivery of the unit.

Timeline:
A time frame needs to be decided. This helps to keep the unit on target and allows for forward planning for meetings before, during and after the unit, the amount of time the class will work on the tasks and the days that the resource centre will be utilised by the students during the unit.

Resources/Materials:
A bibliography needs to be logged to support the unit. These resources may be teacher reference and/or student learning resources that are appropriate to the unit.

Room arrangements/Equipment needs:
A listing of specific requirements needed to support the delivery of the unit needs to be noted.

Cooperative learning opportunities:
A list of activities needs to be planned to provide learning opportunities for all students involved in the unit.

Sub-headings relating to suggested extension work that provide challenges for gifted and talented learners can be documented. Also, adjustments to teaching/learning activities can be documented to accommodate for varying learning styles and student abilities. It is important to build in opportunities for students to experience success within the unit of work.

Assessment:
Lists the assessment to be completed. Evaluation needs to occur at each stage within the information process framework if giving honest and constructive feedback to the students on their level of achievement. The teacher, teacher librarian and the students can participate in this activity. The teacher and the teacher librarian can actively assess the overall success of the unit of work and record strengths and weaknesses. Notes should be kept of special/idiosyncratic happenings during the course of the unit.

This model provides a process for the full development of CPT, but can be used to focus on specifics where applicable in the partnership between the teacher and the teacher librarian. Integrated into this process must be the teaching of information skills. Thus, the teacher and the teacher librarian become active partners in the delivery of information literacy across the curriculum. Neither party owns the process.

After planning, the teacher may initiate a brainstorming session with the learners to help them develop an overview of their topic, an understanding of the words and related concepts. The teacher librarian would help students define the scope and range of resources available to complete the task. Both parties could be involved in helping students to integrate information into related concepts.

The locating section is relevant to the teacher and the teacher librarian as they guide students in the identification of appropriate resources through familiarity with the wide range of resources available within and without. The students can identify information resources and match the appropriate resources to their research task. Students can become familiar with the world of the information age as they are guided through the search strategy.

Students can work cooperatively and interact with their facilitators (teacher and teacher librarian) as they take notes and record relevant information in the selecting stage. In the organising stage the teacher can facilitate as the students analyse and synthesise the information they have gathered. This is an important stage in the information process and is often overlooked. It is crucial that students develop skills at this level to handle the complexity of interpretation of the information gathered. This is where the teacher and the teacher librarian can work together to encourage students to construct their own knowledge by posing meaningful questions. Students will develop a variety of skills ranging from summarising, comparing and contrasting through to synthesising, drawing conclusions and conceptual connectivity.

As students create and share their newly acquired knowledge the teacher and teacher librarian will assist the students in their style of presentation format. General literacy skills might be pursued in class while visual and multimedia presentations might be pursued in the resource centre or IT room.

An evaluation process is a must. The student needs to have the opportunity to evaluate the process of learning and the strategies used and to evaluate the end product. They can be supported by their teacher or the teacher librarian throughout the information skills process during the unit. Student strengths and weaknesses can be identified and the learner can be assisted throughout the unit to make adjustments to achieve an appropriate learning outcome for the unit.

CPT will need to become a team process involving the teacher, teacher librarian and the student as the curriculum moves towards a student-centred, inquiry based mode of delivery of curriculum programs. This collaborative approach to teaching and learning requires a conscious effort and a commitment of time. All curriculum units cannot be planned in this way in a short space of time. It is imperative that selection for the development of CPT units is undertaken with success in mind.

Don't team up to experience failure or pain.

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COOPERATIVE PLANNING AND TEACHING: A COLLABORATIVE MODEL FOR THE 21ST CENTURY? - A POINT OF VIEW

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OVERVIEW

It is argued in this paper that Cooperative Planning and Teaching will remain a model of collaborative teaching for the 21st century because the methodology is soundly based on good educational principles. However, cooperative planning and teaching, as practised in Australia in the 1980s and 1990s under the acronym CPT, in many instances took a form which required a particular conjunction of factors for its successful implementation. This form will remain valid in schools where the right conditions prevail or can be created (see Henri 1988), but it is not transferable to all schools. Moreover, technological, educational, political and economic changes occurring now and likely to occur in the future will probably diversify even further than exists at present the range of resource centres and the manner of their staffing, so that while methodologies and strategies by which to achieve the educational goals of the resource centre will be as vital as ever, the practice appropriate to a particular school may vary considerably from that followed in others. The fundamental principles of good educational practice are universal. The successful application of them in different schools is not. It is the professional role of the teacher librarian to determine how the school's information services can best contribute to the educational goals of the school.

COOPERATIVE PLANNING AND TEACHING

For the information services of the school to achieve the goal of supporting student learning, they must be integral to what happens in the classroom. To say so is to state the obvious, yet the point is so important that it must be the starting point for any discussion of the work of the teacher librarian or the function of the resource centre. The challenge for teacher librarians is how to bridge the organisational and conceptual gaps between classroom and resource centre. The resource centre operates under one system of organising knowledge and serving clients; the classroom another. The teacher librarian has to both retain the integrity of the library to serve library purposes and adapt and attune them to meet the variety of needs of different teachers and students.

Once the main approach by school librarians to the challenge was to teach the students library systems through library lessons and leave the students to work out how the library systems could be useful to them in their studies. Most students proved incapable of seeing any connection between the two. By the early 1980s, Joan Brewer was arguing that the proper use of school libraries required teachers to be 'closely involved' with librarians in planning the library program. She also argued that the librarian was a 'member of the teaching team' (Cook 1981:41). In the mid-1980s, the work of the Haycocks became available to Australians and teacher librarians throughout the country were vitalised into action by their writings and the workshops they ran here. CPT became the catch cry and invaluable progress was made by those who sought to implement CPT programs. The chief features of the programs the Haycocks offered were their grounding in sound educational principle, theory and research, their clear statement of goals and their detailed and practical strategies for practice. All future models for programs run by teacher librarians must meet similar criteria. CPT also incorporates principles which must continue to guide practice. They are:

1. student use of information services must be an integral part of their classroom studies; and
2. the person in charge of information services must be a teacher.

Integration cannot be achieved without an understanding on the part of the information services manager of teaching and learning processes; such integration is only possible where:

1. student use of information services is jointly planned by teacher librarian and teacher and jointly monitored;

2. the range of skills, attitudes and strategies required by the learner to use information well in the learning process is such as to require a whole school approach to their teaching; and
3. senior staff have a responsibility to create the conditions under which the school's information services can operate to maximise student learning.

It is impossible to establish a picture of CPT practice in Australia in the late 1980s as little research has been done as yet on the subject. But national journals such as *ACCESS* recorded the enthusiasm with which many undertook to advance the cause of CPT and their successes. It appears, however, that CPT worked well mainly in primary schools, where teachers were more accustomed to team teaching than in high schools, where the senior staff of the school gave support, either in a limited or more whole-hearted fashion. Certainly there were many high school successes, but the emphasis on subject teaching in high schools and on faculty organisation both worked to make team teaching with the teacher librarian more difficult. Moreover, the subject approach to teaching means that knowledge of the subject is the dominant factor in using information services appropriately for a learning task, so that the teacher librarian is not as well placed to take the initiative as he or she may be in a primary school.

One weakness of CPT as some tried to practise it was the teacher librarian's insistence on a totally resource-based approach to a CPT program and to teaching 50% of the program or a very substantial part of it. Such an approach was valuable in some instances as demonstrations of how the resource centre could be used in a teaching/learning program. As initial forays in a campaign to get better use of the resource centre, many programs of this kind were of great importance. To treat this as the only form of CPT, however, suggested that running a library was something an aide could do, that resource-based learning only took place in libraries, that one teaching methodology was 'right' and others weren't, and that the teacher librarian had rather a lot of time free.

There have been enough examples of good CPT practice for us to be able to say that in some conditions CPT as we know it in this country is the right approach for a resource centre program and while those conditions prevail, CPT will remain valid into the twenty first century. However, other forms of 'CPT' will also be needed if information services follow in the present day pattern. A recent article by Kirk (1996) suggested a different model.

Collaboration between the teacher in charge of information services and the teacher in charge of a class must be the linch pin of successful information services. The form in which the teacher librarian teaches will depend on the conditions prevailing in the school. For instance, in high schools the study programs of senior students are becoming more individualised by educational changes in Year 12 assessment. This alone will mean that the teacher librarian's skills will be increasingly called upon by students as individuals or in small groups. Where this happens, the teacher librarian will be planning with the teacher in a more general sense and with the students in a more particular sense. The idea of a jointly taught program planned by teacher and teacher librarian doesn't apply. Joint planning for student use applies; teaching by the teacher librarian applies, but not CPT in the 'traditional' form. When the individualising of student learning is amplified by the impact of the greater range of information formats made available by information technology, then the need for the teacher librarian to work with individual students -- and teachers -- on a one-to-one basis will increase accordingly. The teacher librarian's teaching is being changed by the changes in the nature of the collection and its services. CPT as conceptualised in the late 1980s and early 1990s was still shaped by a classroom approach to teaching. As the classroom approach is modified, so is the way the students will use the school's information services.

Political, economic and educational trends of the moment point to the differences between schools across the country and their information services becoming greater and greater. At present, the Coalition Government is planning to cut back substantially on the Commonwealth's role in Australian schooling. As the Commonwealth's role was to standardise schooling as far as was practical and desirable, the diminution of its activities will necessarily see greater diversity in all aspects of Australian schooling. This trend will be magnified by the greater role of state government education departments and the move towards giving schools control of their budgets.

The principles of good educational practice remain valid no matter what other changes occur, though our understanding of them may and should change. Those in charge of school information

services must remind themselves constantly of those principles. Information services in a school exist solely to support learning. This must guide our every decision. But as circumstances in schools become more varied, there will be a greater weight of responsibility on the information services manager to interpret what strategies and practices will achieve the goal best in this particular school.

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CPT: DRAWING A CONCEPTUAL LINE IN THE SAND

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Recent papers have called into question the continuing legitimacy of collaborative planning and teaching (CPT) as a defining role for the teacher librarian. It has been suggested that, while teacher librarians can learn much from an analysis of this concept and an investigation of its practice, the realities of the 1990s dictate that teacher librarians must move on and redefine their role and priorities. I want to argue that far from being a discredited or old fashioned concept CPT provides a line in the sand that distinguishes the teacher librarian from the teacher and the librarian. More than that CPT is the means by which TLs are able to play an effective part in the teaching and learning program with respect to both students and teachers.

I have noticed that others have misunderstood my published position on CPT and perhaps my own position has shifted. It is therefore important to clarify what is meant and not meant by the concept even before one debates its worth. Since the Haycocks are regarded as the original CPT gurus it is worth recalling what they had to say. In 1985 Ken Haycock argued that the TLs major task is to work with classroom teachers to plan, develop and implement units of study which integrate research and study skills (Haycock 1985). A twist to this definition was provided by Carol-Ann Haycock in her seminal work (Haycock 1988). She noted that CPT refers to the essential role of the teacher librarian in planning units of study with classroom teachers to integrate those skills and processes necessary to develop students committed to informed decision making, cultural and literary appreciation and lifelong learning.

The Haycocks argued that CPT is a concept, a strategy, an approach to teaching and learning. CPT does not constitute a 'set' program of instruction, but rather a philosophical framework for the development of resource based programs which reflect what we know about how students learn. CPT provides the philosophical framework for the work of the teacher librarian and is not just another service function. The purpose of CPT then, is to develop learning experiences or units of study that effectively integrate students resource centre activities with other learning experiences.

According to Haycock CPT is undergirded by a number of critical cornerstones. First, the partners in the process (TL & classroom teacher) should enter the partnership as equals. The TL possesses neither superior consultant status nor inferior service status. Second, the school should establish an information skills continuum to provide a context for CPT. Third, because the TL is a professional teacher s/he must be prepared to assume a teaching role. Fourth, the TL must be prepared to be a change agent.

Ken Haycock (1990) provided further detail with respect to CPT. He suggests that the TLs role in the planning process is crucial. He argues that for learning resources to have validity in the instructional program, their use must be carefully planned through integration with the curriculum. With respect to teaching he states that the contribution of the TL extends to the specific needs of the student. This means that the TL may be offering remedial teaching, leading novel study, managing behaviour or teaching in other ways suitable to the particular level, subject, unit and objectives related to resource centre use as determined cooperatively by the team.

In an attempt to clarify the notion of partnership, Henri (1992) suggested that when the TL enters into partnership with the classroom teacher, s/he is there not simply as a generalist teacher but rather as a specialist teacher. This means that the division of unit responsibilities must reflect and use the expertise and knowledge associated with teacher librarianship. The TLs major involvement should relate to process factors and information literacy and must be seen as natural and appropriate.

Nimon (1996) claims that the key functions of the TL continue to be to help teachers to use information resources effectively in their teaching and to assist students to become increasingly

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independent in their learning from a diversity of formats. In this context she suggests that while Australian teacher librarians have learned much from the Haycocks it is time to move on. She states:

> I believe that what we could learn from...[CPT] we have incorporated into our philosophy, our goals, our professional documentation, and, while not abandoning the gains we have made in the process, it is time to look at the special needs of today, develop new strategies to add to our repertoire and new terms to describe them.

Keane (1996) makes the further claim that:

> in our advocacy of CPT, we have neglected the fundamental principle of a service organisation, that of meeting the clients' needs.

Mobley (1994) finds further fault with the Haycock's CPT model. She suggests that in the Haycock model:

> the role of the TL in the process was seen as critical. As they saw it, advocating and implementing the method was primarily the responsibility of the TL. There was much emphasis on the TL as a charismatic figure who had to be educational leader, change agent, and team teacher, sweeping a radical educational movement through the schools.

She suggests that this is largely unrealistic. In similar vein, Keane (1996) quotes a student as reporting that:

> James Henri believes that people who are paid to teach must teach. Fair enough, but he writes this in support of a resource based model of learning, while implying that we are only seen to be teaching when we are standing in front of a class! Isn't it more pertinent to a resource based model to educate other staff in how we can 'teach through the library'?

These claims deserve a reply but prior to that there is a more fundamental point to be clarified. How committed are we to the view that TLs should be teachers? There is in my opinion no more important question at the moment. Typically, special librarians do not hold an academic qualification in the discipline area of their library. Medical librarians are not typically qualified medicos. Law librarians do not typically hold law degrees. Librarians working in scientific libraries are quite likely to hold an Arts degree. These same librarians would argue that they are information experts within their organisations who are very capable of meeting the information needs of their clients. While an academic background in the discipline served by the library might be an advantage it is generally argued that law librarians don't need a law degree because they don't practice law. In like manner it can be argued that if school librarians don't need to teach then they don't need to be a teacher. A competent special librarian could mount an effective information service in a school.

It is likely that TLs will continue to argue that they need to be qualified teachers: Who wants to write their own death warrant? Such an argument must be based on issues of substance. It is certainly unacceptable to suggest that the TL must be a teacher but teaching by the TL is then regarded as an optional extra. So we continue to claim that the TL must be a teacher. The next question that must be addressed is 'what does that teaching look like?' In what ways does that teaching differ from the 'teaching' performed by a children's librarian or by a special librarian or even by a story teller? I would suggest that a difference should be identifiable with respect to the theoretical underpinnings and the breadth and sophistication of the teaching practice. Furthermore one would expect the qualified teacher to be able to tailor the teaching program to take account of individual differences. One would expect that a qualified teacher would be involved in the totality of stages of instructional design from needs assessment through to evaluation. Finally 'teaching' covers such terms as 'implementing' and good teaching is more about facilitating learning than it is about lecturing!

Should the TL teach in isolation or should the teaching be integrated with that offered by class teachers? I believe that TLs must teach in collaborative mode. There is a body of evidence that demonstrates that typically skill teaching out of context is unhelpful. Likewise the TL must teach wearing the TL rather than the classroom teacher hat. To do otherwise illustrates that the school has employed a part time TL and a part time classroom teacher rather than a full time TL. That is to say there is a distinction to be made between classroom teacher teaching and TL teaching.

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A distinction also needs to be made between CPT and resource based inquiry (RBI). RBI may be employed by the classroom teacher with or without the direct involvement of the TL and other special teachers. On the other hand CPT is an instructional model whereby the TL and classroom teacher become equal partners in the instructional process. The partners share the responsibility for the planning, implementation and evaluation of teaching and learning programs. The partners will employ RBI approaches wherever suitable to maximise the input by the TL, the use of a wide range of learning resources, and the application of information skills and strategies (Henri 1992).

From what I have covered so far it ought to be clear that: CPT should not be regarded as a set of steps (a set program). Equal responsibility refers to the relationship between the TL and classroom teacher and not to questions of student numbers or teaching time. Teaching should not be equated with standing in front of a class but rather to the planning and implementation of the instructional process (which may include standing in front of a class). CPT does not lock the TL into teaching in the 'library', it can occur anywhere. The TL's involvement in CPT is not an excuse for the TL to teach anything but rather that teaching should reflect the TLs specialist skills. If CPT is to evolve it may mean that some Classroom teachers have to change the way they teach. This is not of itself a reason to reject CPT. Teacher isolation and lack of teacher collaboration are hallmarks of ineffective instructional practice and need to be changed (Fullan 1993). (In other words, classroom teachers must practice the key competencies not just teach them!) If TL time is being reduced it is possible that this reflects their marginality to the instructional process. CPT provides a path back. Yes, TLs need to be involved in technological and administrative tasks. Clearly CPT cannot take up all the week, but priorities need to be set too.

CPT provides a window of opportunity for TLs to be more than special librarians. Through CPT the TL can justify his/her employment as a teacher. CPT is not a set program but rather it is a way of looking at teaching and learning that involves the TL in collaborative practice (Henri 1993). The role that the CPT partners play at any one time will vary. At times the partnership will entail little more than an exchange of ideas, at other times the input from both partners will be very detailed and time consuming and will result in a fully integrated unit of work (Henri 1992). Where CPT is embedded in school culture one would expect to see the TL involved in planning, implementing and evaluating student learning. Furthermore one would expect to find the TL assessing and reporting on student learning.

In 1985 when Ken Haycock spoke about CPT many TLs and classroom teachers argued against its wide spread adoption on the basis that collaboration among teachers was an unnatural practice. In fact in advocating CPT TLs placed themselves at the cutting edge of educational thinking. At that time it was likely that charismatic TLs were more successful at making converts. The world has however changed significantly since 1985. One of the significant changes has been an awakening with respect to effective schooling. High on the list of hallmarks of an effective school is the desirability of collaborative practice. Classroom teachers should be well aware of this and should therefore be more open to the value of partnership with the TL. Another major change is the proliferation of information technology and the networking of that technology. This is powerfully evidenced through the advent of the Net and the WWW. This revolution has killed forever the idea that 'teacher knows best'. The place of process in the curriculum can no longer be denied. As classroom teachers pay more attention to process notions, such as information literacy, they will increasingly value the instructional role of the TL. Likewise as classroom teachers spend more time learning with their students they will value the input of the TL.

Much of what has been paraded as CPT may have simply been bad practice dressed up in a rich concept. We should be clear about what CPT is not as we should know what it is. (This may reflect that many 'CPT' practitioners were not qualified TLs but rather classroom teachers in charge of 'library services', and reminds us of the need for formal qualifications.) Lets not throw out the baby with the bath water or we may be hard pressed to justify the retention of the T in TL.

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THE SIX HABITS OF HIGHLY SUCCESSFUL COLLABORATIVE TEACHER LIBRARIANS: A NEW ATTITUDE TO ACCOMPLISH CPPT IN THE 21ST CENTURY

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Not long ago I had the pleasure of listening to Pat Williams, the manager and one-time coach of a very successful basketball team called the Orlando Magic. This motivational speaker is also the father and adoptive father of 16 children. I just knew that this man would have some important life lessons for all. But half way into his address of the 'Five Secrets of Success', I realized that many of these factors applied to our working world as teacher librarians and our ability to successfully collaborate with colleagues. Because Cooperative Program Planning and Teaching is the primary vehicle through which a strong school library program should be implemented, how we accomplish this pivotal component and the attitude we bring to this planning is absolutely critical. So with some liberties taken to the original number in Mr. Williams' formula for success, and a nod to Stephen Covey and his book, *The Seven Habits of Highly Effective People*, I would like to offer these 6 practices as the possible keys to achieving greater success with Cooperative Program Planning and Teaching.

THE SIX HABITS

#1 Think tomorrow:
Even though we are constantly faced with severe financial restraints in Education and often confusion about the role that teacher librarians can and should play, we need to move forward with our library program. Don't dwell on concerns and problems. 'Get going' with the resources you have, and always put working with teachers and students at the forefront of everything you do.

If we are to be effective teaching partners, we need to view today as an investment for tomorrow. If our efforts at planning with teachers to implement curriculum have met with less success that we had hoped, learn from those experiences and move on. Our past endeavours should become a spring board to further ventures in this area, not a hammock. So often colleagues in this field get mired down in worry and regrets about lack of time or the failure of teachers to take them seriously as planners of educational activities. This kind of worry is counter productive and can further threaten our success. 'You can't grind grain with water that has already gone down the drain.'

The point is to 'get over it'! The secret of success is how we handle today, for it unlocks how we will handle the future. Ideas for consideration:

- Look for allies and potential allies to work with.
- Share and celebrate your successes and successful units with others in the school and in the field.
- Focus on finding ways to implement the LIBRARY PROGRAM and make TECHNOLOGY part of that program.
- Stress the idea of teachers helping teachers teach.

#2 Free up your imagination:
There is no telling where you can go or what you can accomplish if you avoid the mind-sets that are common in educational structures today. We need to let loose our creativity and think 'no lids' in both approaching teachers and designing units with them.

Ideally the teacher librarian should come to the partnership with competency and experience as a teacher and with specialized training in learning resources and their use in instruction. We need to find creative ways of letting the world of the school know this and come to value these skills. Imaginative program advocacy is the key!

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It is also important to keep in mind that in most instances, it is the teacher librarian who initiates this partnership and it's the personality of the teacher librarian which colours the success of Cooperative Program Planning. This requires us to become very inventive in approaching staff and planning with them. Ideas for consideration:

- Don't overlook the obvious! Be direct. Approach teachers and directly offer to plan or be involved in designing and teaching a unit.
- Develop a sense of timing and act strategically. When the direct approach fails, try indirect. Offer to introduce resources to students that would complement a theme being studied in the classroom or to plan a small research component that might complement the theme.
- Be prepared to present suggestions in such a way that the teachers might be intrigued by the help you offer.
- Integrate technology in the design and teaching of the unit and make sincere attempts to increase your skills in this area.
- Be a risk taker. Try new programs, new resources before any one else does at the school level and experiment with creative ways to deliver instruction.

#3 Have a passion for what you do and convey that passion:
Develop a Mark Twain spirit - 'I was born excited!'

Love what you are doing, because you can't accomplish quality without it. Develop a positive attitude about working with teachers and students and this attitude will help other staff members buy into the process. Forget excuses, like 'I have no help, no money, no time, an uncooperative staff'. These can become self-fulfilling. Nurture the teaching partnership, because it is critical to a fully integrated library program. Ideas for consideration:

- Make resources readily available and offer assistance in the use of them.
- Create an awareness of instructional materials. Advertise special resources and how they can be used in specific units (put these in a data bank or bibliography).
- Make your services readily available.
- Learn how to use new and exciting electronic resources and then share this knowledge.
- Become the 'resident expert', not just in resources, but in the knowledge and delivery of research strategies.

#4 'Hang in there'- Persevere:
Teacher librarians, as a rule are born with an extra dose of TENACITY and its a good thing, because we need this talent. If teachers don't know about CPPT or understand the services you can provide, they can't be expected to seek them out (even though you have already outlined them time and time again). Ideas for consideration:

- Be proactive in convincing administration and staff for the need of a research process that can best be delivered through the planning of teaching partners.
- Stress the importance of skills for 'Information Literacy'. Provide information to your staff about this topic. Look at information problem solving approaches like the BIGSIX. There are many fine examples of such strategies. Find one that you or your school district likes and build your program around it.
- Develop an action plan, using an exciting marketing plan with a new slogan, brochure, etc., to entice your staff, always stressing the teaching component of your job and your willingness to an active partner in the learning process.
- Pay attention to the details in the design and delivery of units. It can often make the difference in performance and success of students.

#5 Make the planning process and the unit itself fun!
If this sounds trite, think again. Fun creates enjoyment, enjoyment leads to participation, participation results in awareness, awareness leads to knowledge, knowledge leads to insight and it all stared with fun. Believe or not, keeping a sense of humour and creating fun experiences is an important element of efficiency. Ideas for consideration:

- Put some 'zest' into planning with your colleagues. Try a power breakfast for your planning team.
- Think COOPERATIVELY! The word suggests a task accomplished with another, in a collegial fashion.

- Be flexible in the planning, the timing and the designing and teaching of units.

#6 Be prepared; Be professional:
Although merriment and fun should be part of your game plan, you can still set a tone of proficiency as a resource specialist. To do that and to be part of a teacher's program planning, we need to be well prepared; prepared to take action when the opportunity presents itself. Ideas for consideration:

- Set a tone that this is a teaching library with carefully selected resources to benefit both staff and students.
- State your mission or priority clearly and often. If you don't have one develop one or use one similar to the American document, *Information Power*: 'to ensure that staff and students are efficient and effective users of information and ideas'.
- Use your connections to network beyond the walls of your library for broader access to resources that will help your colleagues.
- Add to your professional collection to strengthen the bond with your teaching partners.
- Get involved in the evaluation of students during the unit, particularly assessing the research process.

But be a prepared professional that PLANS..., with teachers, with students, with administrators!

If we want teachers, principals and students to see the library as a laboratory for ideas and processes; if we want an effective library program that will make a difference to how children will use information; if we want a relationship between the materials on the shelves and the students in their studies, then planning must take place!!

CONCLUDING THOUGHTS

The question for the next millennium is not the value of CPPT, but rather how to revise, revitalize and renew our efforts in this practise. Creating the right climate for successful COOPERATIVE PROGRAM PLANNING AND TEACHING can provide a strong foundation for its survival and can help it to flourish.

Greater demands on our time, threats of cutbacks, and burnout are serious hazards in our profession, but an active program of instruction and service that utilizes CPPT, is critical to our profession and its credibility.

However, to be successful collaborators in the 21st century, a time that will pose both daunting challenges and exciting opportunities, we need to develop an entrepreneurial strategy that will maximize and strengthen our outlook and attitude and perhaps change our perspective on how we can best accomplish our vision.

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HIGH STAKES: TECHNOLOGY AND COLLABORATIVE TEACHING

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Cooperative planning and teaching is often a high stakes endeavour. As I have argued in an earlier paper (Oberg 1990), participation in any activity has its price, and participation in collaborative teaching is expensive for teachers. Involving technology increases the price for many teachers. Collaborative work is a high stakes endeavour for teacher librarians as well. In advocating collaborative approaches, teacher librarians are often challenging the norms of teacher privacy and self-reliance that are still part of the culture of many schools. In some instances, teacher librarians who have not been successful in collaborative work have been re-assigned to classroom work or they and the library program have been marginalized within the school. The influx of new technologies into the school presents another risk of marginalization for the teacher librarian and the library program.

In addition to the inherent risks for teachers and teacher librarians of collaborative work involving technology, there are increasing pressures on them from others, within the school and beyond. Principals and parents are expecting that students become technologically 'literate' and messages from the world of business and the media are reinforcing this expectation constantly. Teachers are being expected to develop the skills needed to incorporate technology into their teaching. Teacher librarians are being expected to have technological expertise, and to share that expertise with teachers as well as with students. Teacher librarians need to stay current in the area of technology, and although many schools seem to be willing to invest in the technology, they do not seem to be quite as willing to invest in teacher librarian time and in teacher librarian learning.

For teacher librarians, the changing technology has made resourcing the curriculum a much harder task. It is possible to put together a range of books and magazines from a library collection for a teacher and/or class in a relatively short time. Incorporating electronic resources takes longer, and not just because the resources are less familiar to us. It takes more time to identify worthwhile sites on the Internet than to find the same number of worthwhile print items on the library shelves. The cost of electronic resources means that it is harder for teacher librarians to respond to teachers' and students' emerging information needs. The selection tools for electronic resources are not as well developed as those for print resources. Ironically, the incorporation of electronic resources means the need for more time, not less, for collection development and for instructional planning, and in a time when the expectation is that resources can be at your finger tips with a keystroke.

Managing student access to work stations adds new demands to teacher librarians' work because increasingly students are using the technology not only in the information retrieval stage but also in the creating or producing stage of their research work. The access to limited computer work stations was simpler to manage when most of the students' computer work was done to locate resources. Now, as more students turn to multimedia production to share what they have learned through the research process, they need access to computers for the majority of the time allotted to the research project. The demand for access increases at a faster rate than the funds to provide that access.

In the incorporation of technology and in collaborative work, there is potential for high payoffs in student learning and in teacher effectiveness (including enhanced parental and public perceptions of student learning and teacher effectiveness). However, there are very high nonmonetary costs that teachers must pay in order to gain the benefits of these or any other changes in educational practice. If teacher librarians want to provide a leadership role in integrating technology into the instructional program of the school through collaborative work, they need to understand and to take into consideration these costs.

The cost of change to teachers, whether it be collaborative teaching or the integration of technology into teaching, can be understood in terms of social price (Fine 1981), which involves costs of time, effort, lifestyle, and psyche.

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Time and effort are real costs of collaborative teaching, especially in the initial stages. Teachers are usually very pressed for time, and time is a resource that cannot be readily increased. Teacher effort is a cost for putting into practice unfamiliar teaching strategies such as cooperative planning and it is a cost for learning how to use new resources. Teachers pay with time in order to use the library and its resources in their teaching. They wait to get the resources and services they need because they share the library and the technology with others; it takes time to use library resources and services including planning with the teacher librarian; there can be delays in getting resources because of hardware failure and connectivity problems and delays in getting access to facilities that are heavily booked.

Lifestyle is another aspect of the social price to teachers. Collaborative work means negotiating with another to find time to work together, and it inevitably means compromises for those involved throughout the planning, teaching, and evaluating. Lifestyle price is closely related to the fourth aspect of social price, that of psychic costs. The teacher may face costs in terms of self-esteem and freedom from risk. The teacher may feel that the teacher librarian is the expert in collaborative work or in technology use and that the teacher will be cast in an inferior role. With technology, comes the very real likelihood also that the students will be the experts. If teachers feel uncertain about how they can use the technology or if they are unsure about the benefits to their students, many will avoid it.

Managing the nonmonetary costs of an innovation is an important aspect of implementing it. Teacher librarians need to have a clear understanding of the teachers' perception of what the innovation costs them. These costs may be subtle but crucial barriers to involvement. Because of the shortage of time in educational settings and the practicality ethic of educators, projects are sometimes launched before those involved have developed a good understanding of what is involved in the change. Teacher librarians will find the process outlined in the practitioners' handbook, *Implementing Change* (Driscoll 1989), helpful in understanding their work with teachers and in developing effective strategies for implementing new programs or for making changes in established programs. The kind of analytical work suggested below, that is, thinking about the nature of the new practice, the culture of the school where the practice is being introduced, and the individual needs of the teachers involved, is critical for all facilitators of change in instructional practice.

In finding ways to reduce the costs to teachers of any new practice, teacher librarians need to develop knowledge about three aspects of the particular school in which the new practice is to be implemented: (1) the current teaching practices of the school; (2) the 'culture' of the school; and (3) the teachers' skills, knowledge, and attitudes in relation to the new practice. Together, these three areas of consideration should help teacher librarians to assess the costs to teachers of collaborative work involving technology and to develop implementation strategies that take those costs into consideration.

Analyzing the current teaching practices of the school will assist in determining the extent of the change involved. One way of doing this is to list the different components of cooperatively planning and teaching with technology, and to identify which components will be new or constitute a change in practice for teachers. This should assist teacher librarians in assessing the number and magnitude of the changes involved in implementing the new practice. A new practice may represent smaller changes in one school than in another. For example, where library research projects are routinely carried out in a collaborative way, using CDROM or Internet resources may be seen simply as an improvement of practice. Where lecture and textbook are the regular teaching strategies used by teachers in classrooms, working collaboratively and using electronic resources may represent challenges to traditions such as teacher autonomy and the classroom teacher's control of the learning environment. Comparing current teaching practices to new teaching practices clarifies for teacher librarians the costs of the change to teachers in their school and provides some guidance for setting attainable objectives.

Teaching practices are one part of the social organization of schools, one aspect of what is increasingly being referred to as the 'culture' of the school. There is mounting evidence that the conditions under which teachers work have more to do with success in innovation than do the particular characteristics of the individual teachers involved (Fullan 1991). In schools that are more

successful in making changes, teachers work together to improve their students' learning and they are oriented toward the whole school rather than towards their own classrooms (LaRocque 1986). The way that teachers work in effective schools is characterized by shared goals, teacher collaboration, teacher learning, teacher certainty, and teacher commitment (Rosenholtz 1989). These factors are interrelated and mutually reinforcing. Shared goals are developed through teacher collaboration; if teachers are to agree on their practices, they must work together to understand and select those practices. Teacher collaboration allows teachers to learn from each other, and that learning helps teachers to evaluate and become more certain about their own practices. Teacher certainty helps to develop teacher commitment; teachers are willing to invest more time and energy into endeavours they know have a high chance of success. The culture of effective schools supports teachers' continuous improvement and facilitates behaviours that would be impossibly risky in other schools. Teacher librarians will gain much insight into the culture of their school by observing school practices and by engaging in conversation with their colleagues, with the Rosenholtz framework in mind. An excellent place to start these conversations would be with the principal and with several of the opinion-leaders in the school. It is also important to recognize that, by engaging in such interaction, teacher librarians may be initiating some change in the culture of their schools and may be encouraging others to help create a stronger culture of change. Collaborative work facilitates teachers' professional growth and changes the very nature of teaching and learning in the school.

In addition to assessing readiness for change in terms of the teaching practices of the school that relate to the innovation and in terms of the overall culture of the school, teacher librarians need to consider the needs of the individual teachers in the school. Even in effective schools, teachers do not all pay the same costs in making changes in their practice. The Concerns-Based Adoption Model provides an analysis tool for assessing where teachers are in relation to an innovation, in terms of their concerns about and use of the innovation (Hall & Loucks 1982). This model recognizes that teachers experience changes in their feelings about an innovation as well as changes in their skills in using the innovation. The teacher librarian, informally but systematically, can discuss with the teachers how they feel about collaborative work and how they are utilizing technology in their teaching. Levels of use can also be ascertained by observation and by analysis of planning documents such as the teacher librarian's plan book and the year plans of the school and of individual teachers.

This assessment of the cost to teachers of an innovation, through three kinds of analysis, should help to make clear to teacher librarians the complexity of the process involved. 'The group, the individual, and the nature of the change are all important factors' (Stiegelbauer 1982:35) in implementation. Building knowledge about the organization in which the innovation is to be implemented will help teacher librarians be more successful makers of change. Without this careful analysis, teacher librarians are likely to find the innovation effort floundering, even after an ambitious and enthusiastic start. This may mean a retreat from innovation efforts and a return to traditional service (Miller & Spanjer 1985). The success of an educational change effort is strongly influenced by the way the implementation process is handled and the school's previous implementation history. The implementation process must be guided by a recognition of the critical importance of teachers in the change process and a sensitivity to where they are in relation to the innovation. The implementation process can be designed to establish conditions within the school that facilitate continuing change and that enhance a culture of continuous improvement. Failed change has and continues to cause resistance to innovation in education.

Taking the time to develop a thorough understanding of the school within which changes are to be implemented has great potential benefit over time. Thinking carefully about the nature of the changes that collaborative work and the use of technology requires, about the culture of the school, and about the teachers' needs in relation to collaborative work and technology will help teacher librarians in developing appropriate plans for implementation and in implementing those plans effectively. It will assist them in deciding where, with whom, and at what pace to proceed in incorporating technology and in encouraging collaborative teaching. It will also help teacher librarians to participate in building their schools' capacity for change.

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